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ABSTRACT

Educational policymakers and practitioners seem to be in agreement that a seamless transition from high school to college is important. Higher education has realized its responsibility and vested interest in working with the K-12 sector and has a long history of such collaboration. This CRitical Issue Bibliography (CRIB) Sheet describes resources to help those interested in learning more about collaborating with the K-12 sector and in understanding the benefits, challenges, and issues in undertaking these partnerships. The annotated bibliography lists 20 resources, all of which are in the ERIC database. (SLD)

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ED 466 848

# Critical Issue Bibliography (CRIB) Sheet:

# K-16 Partnerships

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Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

**Critical Issue Bibliography (CRIB) Sheet:**
**K-16 Partnerships**

Educational policymakers and practitioners seem to be in agreement that a seamless transition from high school to college is important. Higher education has realized its responsibility and vested interest in working with the K-12 sector and has a long history of such collaboration. For example, the University of Michigan played an active role in the development of standards and practices for high schools in the 1880s. Many understand that greater collaboration between earlier education and college offers many benefits, including: 1) students who are better prepared for college; 2) students with an increased awareness of changes taking place on college campuses; 3) greater articulation of experience that results when faculty members have an understanding of the type of learning occurring earlier, e.g., the greater reliance on technology for delivery of knowledge; 4) exchange of research and best practices for improving high schools and the quality of university research; and 5) potential first generation college students who gain a greater awareness of the college environment. The American Association of Higher Education has been a strong advocate of the partnership movement, one result of which was the development of the Education Trust. The Education Trust's growing size and mission has recently allowed it to become an independent organization responsible for publishing the "Thinking K-16" newsletter as well as a partnership publication series. We hope the resources listed below help those interested in learning more about collaborating with the K-12 sector (or vice versa) in understanding the benefits, challenges, and issues in undertaking such a commitment.

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EJ622450
James, Carl E., & Haig-Brown, Celia. (2001). "Returning the dues": Community and the personal in a university-school partnership. *Urban Education, 36*, 2, 226-55.
Explores students' perspectives of a university path program situated within a university-school partnership for immigrant and minority students. Responses show that the abstraction of the program lived in concrete, personal dimensions for students moving from high school to college in the same neighborhood.

ED453738
Kleiman, Neil Scott. (2001). *Building a highway to higher ed: How collaborative efforts are changing education in America.*
Education advocates nationwide are taking heart in signs that collaboration and

coordination are beginning to ease the transition to higher education. Nowhere is this positive trend more pronounced than New York City, where the collaboration between public schools and higher education, also known as P-16, is becoming more frequent.

ED440074
Anderson, Marla, Cole, David, Fischer, Fritz, & Ingram, Chris. (2000). *The shared vision and practice of a university/school partnership.*
This paper describes the University of Northern Colorado's Secondary Professional Teacher Education Program (PTEP), which involves a partnership with seven local area high schools and places approximately 200 secondary teacher candidates each semester in these schools.

ED434611
Tafel, J., & Eberhart, N. (1999). *Statewide school-college (K-16) partnerships to improve student performance.* Denver, CO: State Higher Education Officers.
This monograph examines state initiatives to create educational structures that more closely align K-12 and postsecondary education. Data was collected as part of a national survey of state higher education agencies and site visits to Colorado, Georgia, Maryland, Ohio, and Washington.

ED434608
Kirst, M. W. (1998). *Improving and aligning K-16 standards, admissions, and freshmen placement policies.* Stanford, CA: National Center for Postsecondary Improvement, Stanford University, School of Education.
This document examines various efforts to reform education by institutions of higher education, by states and local school systems, and by the federal government. It charges that many K-12 reform policies are moving secondary and postsecondary education in disparate directions. The paper identifies several problems and offers recommendations.

EJ595164
Stein, R. B. (1999). Seeking cooperation: Missouri's K-16 coalition. [Theme Issue]. *Metropolitan Universities, 10,* 2.
Missouri's diverse autonomous education system has embarked on a collaborative journey stimulated by average student performance, need for better college preparation, and concerns for a better-prepared work force. Leaders from education, businesses, and the government are collectively emphasizing a seamless education system. Mathematics is the focus of the state's first K-16 project to improve both performance and accountability.

EJ593349
Harkavy, I. (1999). School-community-university partnerships: Effectively integrating community building and education reform. *Universtiy and Community Schools, 6,* 1-2, 7-24.
This article explores why universities are an appropriate and central partner in the effort to develop and sustain better schools and communities, and what can be done by the government, foundations, and higher education to create and sustain comprehensive,

strongly symbiotic, mutually beneficial school-community-university partnerships based on the American democratic ideal.

ED432197
Becker, J. (1999) *Partnerships with families promote TRIO student achievement.* Washington, DC: National TRIO Clearinghouse.
This paper discusses the importance of school-family partnerships at the pre-college and postsecondary level and suggests specific steps TRIO and other educational opportunity programs can take to build more effective partnerships with their students' families.

ED425673
Ferguson, Kay McPherson; and Kopp, O.W. (1998). *Technological Collaborations: K-12 and Higher Education.* Indiana: Phi Delta Kappa Educational Foundation.
This brief report examines various ways in which K-12 schools and institutions of higher education can collaborate to effect critical changes in teaching and learning through the use of computers.

EJ579902
Feldman, Sandra. (1999, January/February). "Only connect": Professors and teachers with a common mission. *Academe, 85*, 1, 22-25.
Higher education consistently fails to see that K-12 education and higher education, although discrete, are linked by a responsibility to the students served; that the sectors face similar threats; and that ultimately they are linked in success and failure. The good news is that collaborations between K-12 and higher education have begun and are succeeding.

EJ549262
Justiz, Manuel J. (1997, Spring). Collaborating for success: Case history of a school-college partnership. *Educational Record, 78*, 31-38.
This study looks at the partnership between the College of Education and the University of Texas, Austin and an Austin school district in restructuring the education that teachers receive before they enter the classroom. Examines the program itself as well as the results of its implementation.

ED394745
(1996). *America goes back to school: An initiative of the partnership for family involvement in education and the U.S. Department of Education. Partners' activity kit, 1996-97.* Washington, DC: Department of Education. Family Involvement Partnership for Learning.
Noting the improvement in schools and education that occurs when parents, educators, and the community get involved, this "partners' activity kit" is intended to raise public awareness about what students in the schools need, and describes how anyone in the community can fill a role in improving education.

ED394927
Checkoway, Marjorie, & Others. (1996, February 14). *Alternative approaches to*

*educating for diversity: The Madonna University model*. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education.
This paper reports on the results of two projects developed at Madonna University (Michigan) in response to a need to forge a link between humanities educators and teacher preparation faculty and between the University and K-12 educators in the surrounding community.

ED394903
Robbins, Jerry H., and Others. (1995, February 13). *School partnership enacted: The consociate school*. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Washington, DC.
In November 1993, Eastern Michigan University (EMU) and Farmington (Michigan) Public Schools agreed to form a partnership, which established Farmington High School as the first consociate school in the country. Consociate schools were promulgated by the Renaissance Group, an organization of 24 teacher education institutions, including EMU. A consociate school is a school that has developed an exceptionally strong working relationship with a school, college, or department of education.

ED380418
Clark, Richard W. (1995, January 3). *National network for educational renewal: Partner schools*. Seattle, WA: Washington University, Seattle: Center for Educational Renewal.
This guide describes the general expectations and major purposes of partner schools in the National Network for Educational Renewal (NNER). Partner schools work in partnership with higher education for the training of teachers and the renewal of education.

ED389412
(1995). *Join together, get involved, and team up for the kids: How parents, schools, and communities can support family involvement in education*. Washington, DC: Department of Education. Family Involvement Partnership for Learning.
These three brochures are short guides to show how parents, schools, and communities can support family involvement in education and help build a better educational environment.

ED361850
Denton, Jon J.; and Metcalf, Teri. (1993, April). *Two school-university collaborations: Characteristics and findings from classroom observations*. Paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, GA.
This paper examines how selected program characteristics and attributes of key players affected two school-university collaborative efforts, and how funded grants created the need for collaborative linkages between schools and universities with little or no prior experience in joint efforts.

EJ480469
Murray, Gloria J. (1993, December). KERA and community linkages. *Equity and Excellence in Education, 26*, 3, 65-68.

To enhance reform under the Kentucky Education Reform Act (KERA), the University of Louisville has initiated the Housing and Neighborhood Development Strategies (HANDS) project linking education reform with the Louisville community. HANDS is an innovative and pragmatic partnership of businesses, government, universities, the school system, and community-based organizations.

ED408912
Haycock, Kati P., & Others. (1992). *Improving student achievement through partnerships.* Washington, DC: American Association for Higher Education.

ED340332
Wilbur, Franklin P., & Lambert, Leo M. (1991). *Linking America's schools and colleges: guide to partnerships & national directory.*

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